

# **BOARD OF REGENTS, STATE OF IOWA**

**Performance Indicators**

**and**

**Common Data Sets**

**For**

**Regent Institutions**

- The University of Iowa
- Iowa State University
- University of Northern Iowa
- Iowa School for the Deaf
- Iowa Braille and Sight Saving School

**December, 2000**

# Table of Contents

<b>1.0</b>	<b>Performance Indicators and Common Data Sets</b>	<b>7-8</b>
	<b>1.1 Glossary of Terms and Definitions</b>	<b>9-10</b>
	<b>1.2 Summary of Common Data Sets and Performance Indicators</b>	<b>11-13</b>
<b>2.0</b>	<b>Explanations of Common Data Set Items and Performance Indicators by MGT Number</b>	<b>14-17</b>
<b>3.0</b>	<b>Bibliography</b>	<b>18-20</b>

## 1.0 PERFORMANCE INDICATORS AND COMMON DATA SETS

The Board of Regents, State of Iowa, governs five institutions -- three universities and two special schools. They are: the University of Iowa, Iowa State University, and the University of Northern Iowa, in addition to the Iowa School for the Deaf and the Iowa Braille and Sight Saving School.

Working with the administration and staff of each institution, and using the consulting services of MGT of America, the Board of Regents developed a list of 43 performance indicators to assist in its responsibility to be accountable to the citizens of Iowa (approved by the Board April 14, 1998). On the charts in this report, the number in the far left column is the MGT number.

The purpose of the charts is to bring together in a convenient format key statistics from the past three to five years. When possible, targets, or indicators of progress made, are included. It must be understood that the data and targets are "snapshots" at specific points in time. Statistics only cannot give a full picture of what institutions have done, are doing, or plan on doing in their strategic plan. The governance reports from which the indicators are drawn must be read to obtain a more complete picture and understanding of the complex issues the institutions are confronting.

The specific indicators or common data sets in the charts are grouped according to function and goal. The categories are: instructional environment (instructor rank, class size, instructional technology); student profile and performance (enrollment, graduation and retention, licensure examinations, career placement); educational outreach (distance education, extension, service); faculty profile and productivity (resignations, retirements, new hires, publications, number of hours worked per week, faculty portfolios, sponsored research); institutional diversity (percentage of faculty, staff, and students who are minority); and, expenditures, financing, and funding (cost per student, deferred maintenance, appropriations, contributions).

The term, **performance indicator**, refers to academic measures where progress should be encouraged and monitored, and where targets are appropriate and clearly linked to the strategic plans of the Board and the institutions. Examples include: increasing the percentage of undergraduate courses taught by tenured and tenure-track faculty; increasing the number of participants in distance education courses; and, raising the level of funded research.

## 1.0 PERFORMANCE INDICATORS AND COMMON DATA SETS

Some of the "indicators" are common data sets which record on-going activities at the institutions. Gathering of these **common data sets** is helpful in identifying and analyzing trends. Setting targets for certain common data sets, such as the number of faculty resignations, would not be appropriate. Of the twelve (12) common data sets for all five institutions, seven (7) have targets, five (5) do not. Of the ten (10) common data sets for the Regent universities, seven (7) have targets, three (3) do not.

Most data related to these indicators are found in annual governance reports which are presented to the Board. The far right column in the charts indicates the governance reports in which relevant data are found. Other data included here are located in the strategic plans of the individual institutions. In some cases, Regent institutions have made and are continuing to make new data collection efforts to report meaningful data that relate to the Board's indicators.

Some of the "targets" listed have been determined by the Board, but most are found in the institutional strategic plans. The term "benchmarks" is used in two ways. Each year institutions provide progress reports to the Board relative to their five-year strategic plans. One use of benchmarks is to show how much progress has been achieved each year on campus relative to the previous year. Another use of a benchmark by some of the institutions is in comparison with peer institutions. It informs the institution and the Board that a certain indicator is being maintained within an acceptable range or where the institution ranks in comparison with its peer institutions

At its December 1998 meeting, the Board identified 15 performance indicators on which all five Regent institutions were to report at the December 1999 Board meeting. Following discussions of institutional representatives, the Board Office, and the President of the Regents in early 1999, that number was reduced to 12. The other three were moved to the category of indicators common to the universities. Other indicators are assigned only to the two special schools, and some are the responsibility of just one institution. The first two categories of this report are now labeled as "Common Data Sets."

A glossary of terms appears on page 6 and a section on definitions/criteria for specific indicators is provided on pages 7 and 11-14. An ad hoc group, representing the five institutions and the Board Office, has labored diligently for the past year to reach consensus on the definitions/criteria used to ensure that data are reliable and valid. The ad hoc group, like the Board of Regents, appreciates and affirms the distinctive mission of each institution and recognizes, therefore, different definitions or criteria will apply to some indicators. Representatives of the Board Office and the institutions will continue to be involved in updating data.

## **1.0 PERFORMANCE INDICATORS AND COMMON DATA SETS**

### **1.1 Glossary of Terms and Definitions**

#### **Terms, Format, and Abbreviations**

The far left column number is taken from the MGT of America list approved by the Board in April, 1998. In the "Performance Indicator" column, boldface type indicates that all five Regent institutions provide data; an italicized indicator notes that only the three universities provide data; regular type indicates that only one or two institutions provide information.

"Targets" are from an institutional strategic plan or the Board of Regents' strategic plan. Institutional targets are time-specific; that is, both the targets and indicators are subject to change as strategic plans are updated or modified. Some targets and indicators may change after December 1999, as strategic plans are revised and approved by the Board.

Abbreviations used include:

- NC = "not collected" (data were not compiled at this time)
- TBP = "to be provided"
- NA = "not available" (data may be compiled)
- NP = "not provided"
- Not Applicable = due to the distinctive mission of an institution, data are not expected for this indicator

#### **Governance Reports**

Each month that the Board of Regents meets, it receives governance reports. The 22 governance reports which are used to provide data for the indicators and common data sets include:

AI	Annual Indicators	FS	Faculty Salaries
AO	Affiliated Organizations	FT	Faculty Tenure
BR	Budget Requests/Report	FY	Five Year Capitalization Plan
CF	Comprehensive Fiscal Report	GR	Graduation and Retention
DE	Distance Education	PR	Program Reviews
DI	Diversity/Affirmative Action	SE	State Education and Continuing Education Council
DM	Deferred Maintenance	SP	Strategic Plans (institutions)
FA	Financial Assistance (Student Aid)	TR	Tuition Rates
FE	Fall Enrollment	TT	Technology Transfer
FE, II	Fall Enrollment, Part II	UC	Unit Cost
FP	Faculty Productivity		
FR	Faculty Resignations		

## 1.0 PERFORMANCE INDICATORS AND COMMON DATA SETS

### 1.1 Glossary of Terms and Definitions

#### Definitions

Note: See Explanation section for more detailed criteria used for individual performance indicators and common data sets.

**Benchmark.** A standard by which something can be judged or measured. Used in two ways by Regent institutions: internally, to measure levels of performance from year to year; or externally, to compare with peer institutions.

**Common Data Set.** A specific quantified body of information for a five-year period at the five Regent institutions which conveys academic, financial, or personnel information. The compilation of such data is for monitoring purposes. Common data sets may or may not have targets.

**Contributions.** Within a reporting year, donations to the institution including gifts received and gift income, including pledges. [See #33.]

**MGT indicator.** A performance indicator developed by the MGT of America consulting firm in conjunction with the Board of Regents and Regent institution leaders in 1998. A total of 43 were created. In the tables of this document, the original MGT indicator number is in the far left column.

**Peer Institutions.** Each Regent university has identified a group of approximately 10 institutions with which it compares itself. They are similar, but not identical, in terms of mission, size, types of programs, student body, and funding.

**Performance Indicator.** A specific quantified body of data, usually covering five years, with a target.

**Racial/Ethnic Composition.** Consistent with federal guidelines, data are compiled for the following groups: African Americans, Native Americans, Hispanics, Asian Americans, and White (Caucasian).

**Sponsored research.** External funding received by the institution from the federal government, state government, private foundations, or business and industry.

**Target.** A numerical goal used to measure performance. Some targets are Board-generated; others express achievement targets of the institutional strategic plans.

**Technology-equipped.** Classrooms containing, at a minimum, computer and internet connectivity. It may include video broadcasting capability. Special Schools include in their definition, equipment needed for their students.

## **1.0 PERFORMANCE INDICATORS AND COMMON DATA SETS**

### **1.2 Summary of Common Data Sets and Performance Indicators**

#### **1.2.1 Common Data Sets for All Five Institutions (12 Data Items)**

- #5. Average undergraduate class size [for universities: organized lecture-type classes, by lower division, upper division, and both lower/upper division]\*
- #7. Number and % of general assignment technology equipped classrooms\*
- #8. % of course sections in which computers are used as a integral teaching aid
- #12. Number, total, and % of tenured and tenure-track faculty\* resignations, retirements, and new hires
- #31a. State appropriations requested for operations
- #33. Number of annual contributors and dollars contributed in millions [does not include contract monies] [Gift amounts include pledges]
- #35. Amount of capital improvement funds requested and appropriated
- #36. Deferred maintenance backlog and expenditures in millions
- #37. % of resources reallocated annually
- #38. Fall enrollments by level [undergraduate, graduate, professional], age, and residency\*
- #41. Racial/Ethnic composition of student, faculty, and staff populations in percentages\*
- #42. Undergraduate student retention and graduation rates by ethnic/racial composition in percentages\*

#### **1.2.2 Common Data Sets for Three Universities (10 Data Items)**

- #1. % of undergraduate Student Credit Hours (SCH) taught by tenured/tenure track faculty
- #13a. % of professional students passing licensure examinations (SUI – law, medicine, dentistry, pharmacy; ISU – Vet Medicine)
- #13b. % of all graduates employed within one year following graduation (% employed; % engaged in further study; % other)
- #18. Sponsored funding per year in millions of dollars
- #22. Number of intellectual property disclosures
- #28. Headcount enrollments in credit/non-credit courses offered through extension and continuing education
- #32. Growth in undergraduate tuition and mandatory fees relative to Higher Education Price Index (HEPI)
- #39. Number and dollars in millions of financial aid received by resident undergraduates; also estimated % of student need met
- #40. Off-campus student enrollment in degree programs offered through distance learning (Fall Semester only)
- #43. Cost per student

[\*Some terminology adjustments are made by the Special Schools]

## **1.0 PERFORMANCE INDICATORS AND COMMON DATA SETS**

### **1.2 Summary of Common Data Sets and Performance Indicators**

#### **1.2.3 Two Special Schools (2 performance indicators)**

- #10. % of students with technology accessibility as part of their Individual Education Plan (IEP)
- #11. Special School student outcomes

### **III. Individual University Performance Indicators**

#### **1.2.4 University of Iowa (9 performance indicators)**

- #2. % of senior faculty (tenured associate and full professors) teaching undergraduates
- #6. Number and % of faculty using instructional technology (including computers)
- #14. Average Graduate Record Exam (GRE) composite scores of entering graduate students
- #15. Relevant annual publication indices
- #16. Relevant citation indices
- #19. Number of external funding proposals submitted per year
- #25. Number of non-degree enrollments
- #26. Number of Iowa Communications Network (ICN) sites using Hancher programs
- #27. Number of annual visits to UI Health Center services

#### **1.2.5 Iowa State University (10 performance indicators)**

- #3. % of introductory courses taught by senior faculty (tenured associate and full professors)
- #4. % of senior faculty (tenured associate and full professors) teaching at least one undergraduate course per academic year
- #9. % of faculty who use computers as a teaching aid
- #17. % of faculty having one scholarly work published during last 3 years
- #20. % of faculty as principal or co-principal investigators for sponsored funding awards
- #21. Sponsored funding per faculty member (for full-time equivalent)
- #23. Number of new technologies licensed
- #24. Number of new licenses generating revenues and total revenues
- #29. Number of extension clients served
- #34. Number of external grants and contracts awarded

#### **1.2.6 University of Northern Iowa (3 performance indicators)**

- #3b. % of lower division courses taught by tenured/tenure-track faculty
- #6. Number and % of faculty using instructional technology (including computers)
- #30. Availability of off-campus credit courses (student enrollments)



## 1.0 PERFORMANCE INDICATORS AND COMMON DATA SETS

### 1.2 Summary of Common Data Sets and Performance Indicators

Category	Institution				
	<u>SUI</u>	<u>ISU</u>	<u>UNI</u>	<u>ISD</u>	<u>IBS</u>
I. (Common)	12	12	12	12	12
II. (All univ.)	10	10	10	--	--
III. (Sp. schools)	--	--	--	2	2
IV. (Ind. univ.)	9	10	3	***	***
Totals	<u>31</u>	<u>32</u>	<u>25</u>	<u>14</u>	<u>14</u>

\*\*\* (Note: Each of the special schools is developing additional indicators and/or benchmarks which will more appropriately describe their work, especially for student outcomes. See Section III.)

### 1.2 Summary of Common Data Sets and Performance Indicators (with Targets)

- I. Common Data Sets for Universities and Special Schools (12)  
 Those with Targets (8)                      Those without Targets (4)  
 (Nos. 7, 8, 31a, 33, 37, 38, 41, 42)                      (Nos. 5, 12, 35, 36)
- II. Common Data Sets for All Three Universities (10)  
 Those with Targets (5)                      Those without Targets (5)  
 (Nos. 1, 18, 22, 28, 40)                      (Nos. 13a, 13b, 32, 39, 43)
- III. Special Schools (2)(Nos. 10 and 11 -- each has target)
- IV. Performance Indicators (Universities)
  - IV.A University of Iowa                      9 indicators                      (all have targets)
  - IV.B Iowa State University                      10 indicators                      (all have targets)
  - IV.C University of Northern Iowa                      3 indicators                      (all have targets)

## 2.0 EXPLANATIONS OF COMMON DATA SETS AND PERFORMANCE INDICATORS BY MGT NUMBER

1. *% of undergraduate student credit hours taught by tenured/tenure track faculty*
2. *% of senior faculty (tenured associate and full professors) teaching undergraduates (SUI)*
- 3a. *% of introductory courses taught by senior faculty (tenured associate and full professors) (ISU)*  
["introductory" includes some upper division courses which are initial offerings in some professional courses]
- 3b. *% of lower division courses taught by tenured and tenure-track faculty (includes assistant professors) (UNI)*
4. *% of senior faculty (tenured associate and full professors) teaching at least one undergraduate course per academic year (ISU)*
5. **Average undergraduate class size [organized lecture-type classes]**  
[Excluded are "to be arranged" and "independent studies" classes. For the Special Schools, the figure is for high school level classes.]
- 5a. *Lower division (understood as classes commonly taken by freshmen and sophomore students)*
- 5b. *Upper division (understood as classes commonly taken by juniors and seniors)*
- 5c. *Sum of both upper and lower division classes*
6. *Number and % of faculty using instructional technology (including computers) (SUI/UNI)*
7. **Number and % of general assignment technology-equipped classrooms**  
["Technology-equipped" means at a minimum, capable of computer and internet connectivity. At universities, it may include video production capabilities; at the Special Schools, specific equipment appropriate for student needs.]
8. **% of course sections in which computers are used as an integral teaching aid**  
[Eligible course sections, or courses, at the Special Schools, require that the students make significant use of computers as a part of course requirements.]
9. *% of faculty who use computers as a teaching aid (ISU)*
10. *% of students with technology accessibility as part of their Individual Education Plan [IEP] (ISD and IBSSS)*
11. *Special school student outcomes (ISD and IBSSS)*

## 2.0 EXPLANATIONS OF COMMON DATA SETS AND PERFORMANCE INDICATORS BY MGT NUMBER

- 12a. **Number, total, and % of tenured and tenure-track faculty resignations.**
- 12b. **Number, total, and % of tenured and tenure-track faculty retirements.**
- 12c. **Number, total, and % of tenured and tenure-track faculty new hires.**

[Resignations do not include retirements. Retirements include only FULL retirements, not partial or phased. At the universities, the three categories are only for tenured and tenure-track faculty. At the Special Schools, faculty are the teaching staff.]

- 13a. ***% of professional students passing licensure examinations (SUI -- law, medicine, dentistry, pharmacy; ISU -- vet. medicine)***

[All three universities have "professional" programs, many of which require licensing examinations, such as Certified Public Accountant (CPA). At this time, reporting is only of professional programs associated with colleges.]

- 13b. ***% of ALL graduates employed within one year after graduation (% employed; % engaged in further study; % other)***

[Data are reported by graduates. Reporting times are not identical. SUI is undergraduate only, and only from the Colleges of Business, Education, Engineering, and Nursing, and NOT from the College of Liberal Arts.]

- 14. **Average Graduate Record Exam (GRE) composite score of entering graduate students (SUI)**

- 15. **Relevant annual publication indices (SUI)**

[Based on a five-year average for a Full-time Equivalent or FTE faculty member, the figure provided is the number of articles published over five years. Data are provided from the national Institute for Scientific Information (ISI) database, which includes the most prestigious academic journals.]

- 16. **Relevant annual citation indices (SUI)**

[Data are from Institute for Scientific Information (ISI) database. The figure is based on a five-year average, indicating the number of times articles have been published by a full-time equivalent faculty member (FTE) and have been cited over a five-year period.]

- 17. **% of faculty having one scholarly work published during last 3 years (ISU)**

- 18. ***Sponsored funding in millions of dollars***

[Funding is provided by external sources, such as the federal or state government, private foundations, or business and industry.]

- 19. **Number of external funding proposals submitted per year (SUI)**

- 20. **% of faculty as principal or co-principal investigators for sponsored funding awards (ISU)**

- 21. **Sponsored funding per faculty member (per full-time equivalent or FTE) (ISU)**

## 2.0 EXPLANATIONS OF COMMON DATA SETS AND PERFORMANCE INDICATORS BY MGT NUMBER

22. *Number of intellectual property disclosures*  
[Including, but broader than, patents and copyrights. In the Technology Transfer report, the number of disclosures includes only those officially recorded. Excluded are those which are in process.]
23. Number of new technologies licensed (ISU)
24. Number of new licenses generating revenues and total revenues (ISU)
25. Number of non-degree enrollments (includes undergraduate specialty and graduate non-degree undeclared) (SUI)
26. Number of Iowa Communications Network (ICN) sites served by Hancher programming (SUI)
27. Number of annual visits to UI Health Sciences Centers (SUI)
28. *Headcount enrollments in credit/non-credit courses offered through extension and continuing education*  
[Headcount includes number of persons enrolled. The same person taking two courses is counted twice.]  
[SUI -- includes off-campus, Saturday and evening classes, and correspondence study; ISU -- off-campus classes only; UNI -- includes off-campus, on-campus, and correspondence study students]
29. Number of extension clients served (ISU)
30. Availability of off-campus credit courses (UNI)  
[Figure is number of student enrollments in the courses.]
- 31a. **State appropriations requested for operations**  
[The amounts are those recommendations forwarded by the Board Office to the Governor's office.]
- 31b. State appropriations requested (for capital) (see item 35 below)  
[The amounts are those recommendations forwarded by the Board Office to the Governor's office.]
32. *Growth in undergraduate tuition and mandatory fees relative to HEPI.*  
[HEPI is Higher Education Price Index.]
33. **Number of annual contributors and dollars contributed in millions (does not include contract monies)**

***Definition still in process. ISU terminology includes gift activity and gift income; the former includes pledges, when committed and income when received.***

## 2.0 EXPLANATIONS OF COMMON DATA SETS AND PERFORMANCE INDICATORS BY MGT NUMBER

34. Number of external grants and contracts awarded (ISU)
35. **Amount of capital improvement funds requested and appropriated**
36. **Deferred maintenance backlog and expenditures in millions of dollars**
37. **% of resources reallocated annually**
38. **Fall enrollment by level, age, and residency**  
[Level refers to undergraduate student (UN), graduate student (GR) or professional school student (PR). Mean age refers to average age of students in the particular category.]
39. *Number and dollar value in millions of resident undergraduates receiving financial aid (need and non-need based). % of student need met (% NM)*  
[The financial aid dollar amount is calculated on scholarships, grants, and loans. The "% of need met" is determined by the institution.]
40. *Off-campus student enrollment in degree programs offered through distance education [Fall Semester only]*  
[Student enrollment here is unduplicated head count. That is, a student enrolled in two classes or more is only counted once.]
41. **Racial/Ethnic Composition of student, faculty and staff populations in percentages\***
42. **Undergraduate student retention and graduation rates by ethnic/racial composition in percentages**  
[Retention and graduation rates for students by ethnic/racial category are shown within brackets in OVERALL line.]
43. **Cost per student**  
[Costs are aggregated for lower division students (freshmen/sophomore); upper division students (junior/senior); a composite undergraduate cost; and a composite cost for all students, including graduate students.]

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